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ABSTRACT

To address middle school students' lack of motivation for recreational reading, the practicum reported here integrated activities designed to improve student attitudes toward reading into a middle school reading program. A target group of 75 students in sixth and seventh grades grouped homogeneously in remedial, average, or enrichment classes participated in the study. The program focused on four key activities for increasing recreational reading in school: sustained silent reading, journal writing, computer activities, and reading incentives. The classroom library was a focal point for students in self-selection of books during leisure time reading. Records of books read were logged in student journals as well as in the computer database. An after-school Reading Club was initiated and various other incentive programs were implemented. Outcomes were measured by comparison of student pre- and post-attitude surveys, teacher observation of books read and recorded, and participation in the reading club. Results indicated that students view reading as less important than other activities like watching television, listening to music, or participating in sports and hobbies. Nonetheless, students today are reading when able to choose what they read rather than what adults feel they should be reading. Eight appendixes of data and survey materials are attached. (Contains 32 references.) (Author/NKA)

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ED 361 674

Motivating Middle School Students to Increase Their Recreational Reading Through Computers, Journal Writing and Reading Incentives

by

P. Jean Voorhees

Cluster 48

A Practicum I Report Presented to the Ed.D. Program in Child and Youth Studies in Partial Fulfillment of the Requirements for the Degree of Doctor of Education

NOVA UNIVERSITY

1993

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Approved:

Aug. 12, 1993
Date of Final Approval of Report

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ABSTRACT

Motivating Middle School Students to Increase Recreational Reading Through Computers, Journal Writing and Reading Incentives.
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Descriptors: Middle School Education/Junior High Education/Independent Reading/Reading Logs/Journal Writing/Computer Programs in Reading/Classroom Libraries/Reading Aloud/Adolescent Reading Habits/Parent Attitudes Toward Reading/Encouraging Children to Read for Enjoyment/Incentives for Reading/After-School Reading Programs/Middle School Teacher Attitudes Toward Students' Reading Habits/Recreational Reading.

This practicum addressed the problem that middle school students lack motivation toward recreational reading and do not view reading as a worthwhile use of their leisure time. Activities were integrated into a middle school reading program to improve student attitudes toward reading. A target group of 75 students in sixth and seventh grades grouped homogeneously in remedial, average and enrichment classes participated in the study. The program focused on four key activities for increasing recreational reading in school: sustained silent reading, journal writing, computer activities, and reading incentives. The classroom library was a focal point for students in self-selection of books during leisure time reading. Records of books read were logged in students' reading journals as well as in the computer data base. A Reading Club was initiated after school for students and consisted of approximately 20 active members. Other incentive programs like the Book Trade Fair, guest readers for Read Aloud, and a parent workshop titled "Encouraging Children to Read for Enjoyment" were implemented. Outcomes were measured by comparison of students' pre and post-attitude surveys, teacher observation of books read and recorded in reading logs and computer data base, and participation in an after-school Reading Club. The results indicated that students view reading as less important than other activities like watching TV, listening to music, participating in sports and hobbies. Nonetheless, students today are reading when able to choose what they read rather than what adults feel they should be reading.

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CHAPTER I

INTRODUCTION

Description of Community

The setting for this practicum was a middle school in a suburban area of the northeast. The population of the community is approximately 58,600 with a socio-economic status of low to upper-middle income. The town has retained its agricultural heritage, although there are over seventy different housing communities within the forty-two square mile area which contribute to its culturally diverse population.

Work Setting and Writer

The specific workplace described by the writer is a middle school, grades 6-8. The school's student population was approximately 950 with a teaching staff of over 90 in number, along with three administrators and three guidance counselors. The target group for this study was a heterogeneous group of sixty-seven students in grades 6 and 7. The writer hoped to gain a better perspective on middle school interests and attitudes through a random sampling of students with diverse backgrounds, cultures and abilities.

The writer is a teacher of reading at the middle school and presently teaching students of varied reading abilities in sixth and seventh grades. Reading classes range from teaching three gifted classes to teaching one average and one remedial reading class. Students are grouped homogeneously by reading ability as determined by the CTBS (California Test of Basic Skills) and teacher recommendations from the previous year.

The writer has seventeen years teaching experience with middle school students and has observed a lack of student interest in outside reading. Although the school district stresses reading incentives like SSR (Sustained Silent Reading), the Renaissance Program for high school students based on points earned for reading in exchange for discounts at local businesses, and Bank With Books and Pizza Hut incentives at the elementary level, students continue to invest more time in activities other than recreational reading.

The community is very supportive of the reading program as observed by the writer. Last year, the writer's school Parent Teacher Association along with the writer, invited guest readers to participate in a Read Aloud Program during National Education Week. Guest readers included parents, Board of Education members, administrators and

teachers. Even though the program was a success, the writer observed a lack of participation by the majority of parents due to both parents working full-time and seemingly placing school obligations secondary to other routine activities. There is a need for more parents to become involved in school-related events in order to promote higher learning and early literacy development in their children.

Leisure-time reading habits are not an integral part of the reading curriculum at the middle school level. However, leisure-time reading appears to be an important component of the elementary reading curriculum as observed by the writer and through dialogue with other teachers. Some teachers, particularly middle school teachers who teach reading as a second discipline, use the basal text as a major focus of the reading curriculum, as observed by the writer and building principals, and give less time to reading activities unrelated to lessons in the basal reading series.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

Adolescents during the middle school years are interested in reading a wide range of literature and particularly enjoy reading activities involving drama and role-playing as evidenced by the writer. These students become readily involved in class discussions dealing with themes and topics of interest they personally enjoy. The writer has observed the dramatic differences between students' responses to self-selected books and required books assigned by teachers or parents. Middle school students get excited over books when they are given a choice and appear much more positive about sharing their books with teachers and peers when books are self-selected.

The problem was that many middle school students do not see the importance of recreational reading outside of school and do not view reading as a worthwhile use of their leisure time. Even the more proficient reader may not be an avid reader at home and may possess a negative attitude toward reading in general. Reading is a complex process with many variables coming into play. There are many forces

at work during adolescence which contribute to a student's reading success and motivation for recreational reading. During adolescence, students are concerned with their peers, friends and developing their own identity, and enjoy activities such as sports, TV, playing with friends and nintendo games. All these activities and interests compete with reading for the adolescent's reading time during leisure hours.

This lack of outside reading is contributing to a nation of nonreaders who are unfamiliar with the traditional stories and books that past generations grew up with and loved. The writer is observing more students at the middle school age who are unacquainted with books like Treasure Island and The Pearl, yet recognize book titles like Superfudge and the Babysitters' Club series. Perhaps students are reading in their leisure time but not what we adults feel they should be reading.

Problem Documentation

The problem as experienced by the writer indicated that middle school students rarely read for recreational purposes and do not view reading as a worthwhile use of their leisure time. Students invest more time in out-of-school activities like watching television, playing nintendo games, and spending playtime with friends than sitting down to read a

special book during their leisure time. Reading ability has little effect on student attitudes toward reading as evidenced by the writer at the middle school level.

Evidence of this problem is supported by a parent attitude survey, dialogue with parents, dialogue with teachers, a teacher survey, student attitude surveys, writer observations and student writing logs. The average time reported by students as observed by the writer for recreational reading is considerably less than time spent on activities of higher priority as indicated in students' writing logs and the "Q-Sort," a deck of cards containing activities arranged in order of priority.

At conferences, parents reported to the writer that students are not reading during their leisure time. Parents indicated on a Parent Reading Survey that their adolescents spend more time on activities like sports, playing with friends, and video games than reading for enjoyment during their free time (see Appendix A).

Teachers, through dialogue with the writer, voiced concern about students' lack of outside reading and feel that students need to polish their reading skills. As indicated on a Teacher Survey on Students' Reading Habits developed by the writer (see Appendix B), four out of five teachers feel their students at the middle school level read minimally

outside of school and do not view reading as one of their most important activities during free time.

The writer used two reading attitude surveys, the Estes Reading Survey and The Library/Media Specialists and Teachers' Literature/ Reading Survey, to document this problem. The surveys indicated students' negative views toward certain aspects of reading and reflected the attitude that reading is secondary to other after-school activities (see Appendix C).

Educational research reveals that students were not reading as much outside of school in 1990 as in the previous two years of 1988 in a study conducted by the Department of Education, (U.S.A. Today, 1992). The report states that 70 percent of eighth and twelfth graders read for pleasure in comparison to 80 percent in 1988. A fourth of fourth graders and a third of eighth and twelfth graders read five or fewer pages daily for school or homework. Seventeen percent of fourth graders and forty-three percent of eighth graders use libraries once a year or never. Thirty-seven percent of fourth graders, sixty-four percent of eighth graders, and forty percent of twelfth graders watch three or more hours of TV daily. The writer used the results in this practicum as a basis for comparison in evaluating students' attitudes and reading habits in her sample school.

Few incentive programs for reading were offered at the middle school as observed by the building principals and the writer. Although the district implemented programs at the secondary level such as SSR (Sustained Silent Reading), The Renaissance Program, Pizza Hut incentives and Bank With Books in the elementary grades, as well as a mandatory summer reading list (grades 6 - 12), the amount of time adolescents actually spent on leisure reading remained considerably low.

Reading teachers at the middle school, particularly those teaching reading as a second discipline, had few reading materials like magazines, comic books, newspapers and fictional books in their classrooms in which to enhance and extend the importance of reading to their students. Through dialogue with other reading teachers, trade books were seldom used in their classrooms, except for book reports, due to an increased focus on the mandated basal text. The writer observed a range of teaching approaches and strategies by middle school reading teachers. Those teachers who appeared enthusiastic and shared personal reading experiences with students became catalysts for students who were unmotivated and did not view reading as a worthwhile endeavor.

Causative Analysis

It is the writer's belief that there were four causes for students not viewing reading as a worthwhile activity and rarely reading for recreational purposes. The following factors strongly influenced students' reading habits in the middle school and curtailed time allotted to leisure-time reading.

1. Students were less motivated to read due to the media influences of TV, video games, other forms of technology, friends, and involvement in sports and religious activities.
2. Few incentive programs and after-school activities were offered in which to impact on students' literacy behavior.
3. Content-area teachers were focusing on the basal text approach in their teaching methods and not expanding their programs beyond the classroom to include recreational reading.
4. Trade books, computers and other educational tools

were rarely used in middle school reading classrooms to enhance and motivate students to learn; rather, the emphasis was on the basal text as the primary source of instruction.

Middle school adolescents exhibit behaviors such as restlessness, ambivalence, introspection, enthusiasm, negative attitudes, sex-role conflicts and tension due to developmental differences (Curtis, 1977). This period may be the single most crucial period of one's life as stated by Curtis (1977). Changes occur during this time that dramatically impact the adolescent's life like developing an emotional independence from adults, problems stemming from peer pressures, recognition of one's sex role, and obtainment of new sets of values different from family values.

Social factors strongly influence the adolescent and include the home, school, peers and the culture of society. Students are affected by their peers who have a negative attitude toward school and reading. It is sometimes unpopular to read when friends do not share the same beliefs. Therefore, peer atttiudes strongly affect the individual behaviors and attitudes toward leisure-time reading.

Emerging adolescence leads to increased interest in activities such as sports and involvement in organizations like Boy Scouts and

team-related interests. Adolescents today devote more time to social activities like sports and playing with friends, as well as watching television and playing video games. Technology permeates the child's life beginning at birth and continues to compete for his/her leisure time throughout life.

Reading is being challenged today by all forms of technology including television, video games, computer games, nintendo, music media, movie videos. These activities are consuming a large chunk of the adolescent's leisure time. As evidenced in the Library/Media Specialists and Teachers' Literature/Reading Survey given by the writer, reading is secondary to other after-school activities.

Few incentive programs for reading were offered at the middle school level as observed by the building principals and observed by the writer. Although many students reap intrinsic rewards from reading good literature like feeling good about one's accomplishments and taking pride in the satisfaction of learning, many students still need some form of extrinsic reward. Extrinsic rewards include tangible rewards like candy, a pizza party, listening to music, certificates, stickers, and tokens.

Few teachers of reading use trade books, novel units or computer activities as an extension to their reading program on a regular basis. In a

Teacher Survey of Students' Reading Habits, most teachers reported having no leisure reading materials in their classrooms and no reading corner where students could select reading materials of their choice. Teachers most often assigned outside reading related to written book report requirements. Few reading materials like magazines, comic books, newspapers and fictional books were used by teachers in the classroom to enhance and extend the importance of reading to students. Reading teachers seldom used the computer lab to reinforce reading skills or enhance language and writing activities stressing a whole language approach through the use of technological tools (VCR, TV, CD ROM, computer) as evidenced by the computer teacher and shared with the writer.

Relationship of the Problem to the Literature

One of the problems facing educators today is motivating students to read independently. Research shows that interest in reading often declines during the middle school years due to peer pressure, the influences of TV and other forms of technology, and outside activities like sports that take away from reading time. The middle school years are crucial due to the adolescent being both vulnerable and volatile. The grade levels (6 - 8) may be our last chance to influence these kids'

reading habits and school achievement (Curtis, 1977). Terman & Lima (cited in Duggan, 1988), on the contrary, found that at about age twelve, children develop a "reading craze" during which time they read more than they ever have or will read again .

Children who have positive language experiences early in life have an advantage over children who have been deprived of those fruitful experiences. Siegel (1990) concluded that early childhood experiences are important predictors of adult reading status.

When children have been read to, they enter school with larger vocabularies, longer attention spans, greater understanding of books and experience fewer problems learning to read (Durkin, 1966). Research overwhelmingly supports the importance of early literacy to children's growth and success in school. Bruno Bettelheim (1976) noted that the two factors most responsible for giving a child the belief he can make a significant contribution to life are parents/teachers and literature.

Schools are competing with media today for an adolescent's attention. Johnstone (cited in Adler, 1989) concluded in his study that movie-going provides an opportunity for teens to be together without parents. Certain types of popular music recordings serve to reinforce adolescent group status or membership as noted by Blake, (cited in

McEady-Gillead, 1989). Reading ranks fifth to TV, video games, computers and playing with friends on an adolescent's activity list according to McEady-Gillead, (1989).

The Television Bureau of Advertising, 1988, (cited in Trelease, 1990) reports that 98 percent of homes in America have a television set (the average home contains 2.3 television sets) and that set is on for an average of seven hours and one minute each day (1988).

A recent article in U.S.A. Today (May, 1992) titled "Kids Aren't Growing Up Reading" supports the idea that kids are not reading as much today as in past years. Seventy percent read for pleasure in 1990 compared to eighty percent in 1988. The report published by the National Assessment of Educational Progress (cited in U.S.A. Today, 1992) reports that kids whose parents read a lot are better readers, as are kids who watch the least amount of TV (Appendix D).

Other studies (Anderson, Fielding, Wilson, 1988) conclude that children are not reading outside of school. This study reports that 90 percent of fifth graders spend only 1 percent of their leisure time reading. Fifty percent of these students read an average of four minutes or less per day, thirty percent read two minutes a day and ten percent read nothing. The 1986 National Assessment of Educational Progress (the nation's

report card) found 90 percent of third and fourth graders had not read a book or story recently (cited in Lapointe, 1986). These findings point to the need for parents and educators to take a critical look at why our youth no longer consider reading an important activity and priority during free time.

Students' reading behaviors are affected by both intrinsic and extrinsic factors. Heathington (1979) states that clearly reading activities are impacted by the physical, emotional, social and intellectual changes associated with this age group. Increasing demands are being placed on the student's time by such activities as classwork, homework, religious activities, sports events, and social organizations.

Heathington (1979) suggests key elements in any reading program should include an ample amount of time to read during the school day, time free from interruptions and confusion, and reading material that appeals to students of this age group. The Center for the Study of Reading (1985) recommends two hours a week of independent reading and less time on skill sheets and workbooks (cited in Trelease, 1990). Adolescents are not given ample time in school for needed reading and teachers continue to emphasize isolated skills rather than a whole language approach to teaching the language arts. Goodlad

(1984), in a seven year study, found only 6 percent of class time is occupied by the act of reading in the elementary school, 3 percent in the middle school and 2 percent in the high school. Other researchers (Allington, 1977) observed that students spend a small amount of time reading in context without interruption. The average student reads only forty-three consecutive words before interrupted for questions or corrections.

A student's attitude toward reading is just as important as whether they are able to read (Estes, 1971). Estes states that the value of reading ability lies in its use rather than its possession. We know from early and emerging literacy the importance of print-rich environments. Buchanan-Berrigan (1991) suggests that students might enjoy the classics if they are linked to more contemporary young adult literature. Donelson and Nilsen,1989 (cited in Buchanan-Berrigan,1991) define literature for young adults as "anything that readers between the approximate ages of twelve and twenty choose to read as opposed to what they may be coerced to read for class assignments."

Students may possibly increase their hours of recreational reading if they are encouraged to read what they enjoy like contemporary young-adult literature. Perhaps young people are reading, but just not reading

what we adults think they should read ("classics" versus reading comics, magazines, spy novels). Books that adolescents tend to read are not always valued by the academic world (Buchanan-Berrigan,1991) and, therefore, may not be the type of reading and writing which scholars consider to be quality literature.

Middle school age students enjoy a variety of young adult literature. Fisher & Ayres (1990) conducted a study to compare reading interests of children in England and the United States. There were significant differences between sex and country. For example, girls (ages 8 - 11 years) prefer books of biography, crafts, jokes, fairy tales, animals and poetry compared to boys (ages 8 - 11) who prefer reading about the topics of science and sports. American children showed greater preference for biography, poetry, and science than English children. Humor, mystery and adventure were high priorities for both groups.

Mellon (1990) concluded that most often stated reasons for students in grades 7 - 12 participating in leisure reading were for entertainment and for acquiring information. Magazines and newspapers were found to be the most preferred reading materials of teenagers. Yet, few teachers as observed by the writer possess these reading materials in their classrooms as a necessary step in the literacy process.

Anderson states that if we wish to raise a nation of readers, we must have a "virtual book flood;" a thoughtfully constructed classroom library of paperback trade books introduced by an interested and motivated teacher (Anderson, Fielding and Wilson, 1986). Other researchers like Jeanne Chall (Chall & Snow, 1982) point to the lack of a home library as a critical factor in the reading gap, particularly between the low and middle income children. Morrow & Weinstein (1986) stress the importance of establishing an attractive library corner in the classroom. Their study found that even the poor readers choose to read more during free-choice time and have more interaction with books when there is a well-designed reading corner.

The home plays a crucial role in emerging literacy in children and creates an atmosphere of support in the development of life-long readers. Anderson (1988) says that "time spent reading books is the best predictor of a child's growth as a reader from the second to the fifth grades." Trelease (1989) suggests reading aloud to children while they are still young enough to want to imitate what they are seeing and hearing. Make sure the readings are interesting and exciting enough to hold their interests while you are building up their imaginations states Trelease (1989).

Reading aloud is one solution to why kids do not like reading (Trelease, 1989). Sharing a favorite book and becoming a reading role model for children of all ages is paramount. Goodman (1986) states that kids need a sense of ownership in the processes and what they do should matter to them personally. Whole language teachers keep this idea in mind, according to Goodman, to ensure an effective curriculum. Research supports the idea of ownership and self-selection of books in order to motivate and stimulate student interest in reading. Students are encouraged to choose books they like and affirming their selections creates a climate of encouragement and trust (Routman, 1991).

Good leisure-time readers display three characteristics as observed by Beck (1990). The characteristics include: positive reading attitudes, a high degree of book involvement, and above average reading achievement. McEady-Gillead (1989) states that reading ability is not a predictor of attitude toward reading.

By the time students enter middle school, much of this enthusiasm for reading has decreased due to a number of factors. Barbara Heyns (1978) states that the following factors are determinants of achievement and literacy development in adolescents cross-culturally in families:

1. attitudes toward education by family

2. quality of parent-child interactions
3. home environment
4. willingness of the family to invest in the children's "play" or leisure activities
5. families' socialization practices, values and attitudes.

Schools can provide incentive programs and after-school reading activities to help foster an interest in reading. Some educators feel that if schools want students to increase their reading time, then, perhaps, after-school activities will serve this purpose (McEady-Gillead, 1980). Others feel incentives like the point system, certificates, prizes and other tangible tokens are more rewarding. Even though tokens have been successful with some students, this external incentive appears to benefit adolesents only socially (Adler, 1989).

A healthy approach to increasing outside reading is helping students recognize the value of reading. Before we can change negative reading behaviors, we must first identify the causes and allow kids the opportunity to freely choose reading material that is meaningful to them.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

The goal of the writer was to encourage increased recreational reading in students by engaging them in journal writing, sustained silent reading, computer activities, and incentive programs which enable them to view reading as a worthwhile activity.

Behavioral Objectives

The reading attitudes of parents and teachers can have a dramatic impact on the reading behaviors of adolescents. In addition to this, students consider reading for pleasure less important than other after-school activities like sports, television and nintendo games. With this in mind, the writer developed the following objectives designed to increase middle school students' recreational reading time.

1. By the end of the implementation period, three out of four of the sixty-seven students will report in their reading logs that they have read six books of their choice.
2. By the end of the implementation period, three out of four students, as verified in a post-reading survey and reported in their journal entries, will indicate increased recreational

reading time.

3. One out of three students in the target group will participate in a Reading Incentive Program for middle school students as demonstrated by attendance and involvement in an after-school Reading Club.

4. By the end of the implementation period, two out of four students will indicate a more positive attitude toward reading as measured by the Estes Reading Attitude Survey and the Library/Media Specialists and Teachers' Literature/ Reading Survey.

Measurement of Objectives

In order for the writer to assess middle school students' attitudes toward reading, several assessment instruments were used. The writer randomly sampled approximately 286 students in grades 6 - 8 and selected students with diverse backgrounds and reading abilities. The questionnaire consisted of 100 multiple choice questions borrowed from the Estes Attitude Survey and the California Media Specialists and Teachers' Literature/Reading Survey. The purpose of this survey was to provide the writer with information regarding students' use of leisure time, feelings about reading, amount of time spent on outside reading, basic

knowledge of literature, and types of literature enjoyed.

A Teacher Survey of Students' Reading Habits developed by the writer was disseminated among all staff in the writer's workplace (Appendix B). The aim was to find out how teachers feel and perceive students' reading habits in the middle school. The questionnaire was a written multiple choice survey consisting of sixteen questions. Some examples included:

1. Do you feel that outside reading helps students polish their reading skills?
2. Do you have a reading corner or area in your classroom that fosters outside or extended reading?
3. In your opinion, what factor contributes most to increased outside reading?
   - A. parental encouragement
   - B. books selected by students
   - C. mandatory reading lists
   - D. required book reports
   - E. elimination of other activities

The writer believed for this study it was important to survey parents in order to determine parental reading habits and how the family views reading at home. For this purpose, the writer developed a Parent Reading Attitude Survey which was administered to approximately 150 parents (Appendix A). Similar questions from this survey were given to students and teachers on their individual surveys so that patterns could be derived and used to justify comparisons of reading behaviors. The writer wished to examine all intrinsic and extrinsic factors concluded from the surveys which would help shed light on the middle school student's motivation toward recreational reading.

The Q-Sort, an informal survey using 3 x 5 cards, was also utilized in order to prioritize activities students were involved in after school. This activity enabled the writer to recognize the kinds of interests students have and the kinds of activities that consume most of a student's after-school time. This random sampling was given to a target population of sixty-seven junior high school students possessing varying abilities and backgrounds.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

The problem as experienced by the writer and others in the workplace was that middle school students rarely read for recreational purposes and do not view reading as a worthwhile activity. Literature supports the idea that students lack motivation and interest toward reading during the middle school years (Ediger, 1992; Duggins, 1989; Shefelbine, 1990).

Causes for the lack of interest in recreational reading stem from several factors. Students, today more than ever, are consumed by the influences of television and other forms of technology. Television provides escape from social aggression and movies provide an opportunity for teens to be together. If media is such a strong influence on an adolescent's leisure time, why aren't teachers using these tools to their advantage in the classroom? Computers, TV and videos, CD-rom, audio recorders and other educational tools are used minimally by reading teachers in the writer's workplace to enhance learning. The focus in the middle school reading program is on the basal text and teacher-directed lessons. One possible solution to this problem is for

teachers of reading to integrate technology into their curriculum in order to challenge and motivate students to take reading beyond the classroom and apply it to other situations (e.g., asking students to read and report on a topic related to a problem they have faced in their life or compare a trade book to a story in the basal text). Build on background knowledge so that reading text becomes familiar and important to the student. Witry (1989) found in her study that an integrated activity based reading program with emphasis on independent reading as a leisure activity motivates middle school students to read more.

Another reason for student's lack of attention to outside reading in the middle school is peer influence. A student's attitude toward reading is affected by others around him in his environment. O'Rourke (1979) found that children become more influenced by forces outside the family during the middle school years. Research shows that peer influences during adolescence are more compelling than either parents or schools (McDill & Coleman, 1963; Woelfel & Haller, 1971, cited in Duggans, 1989). A possible solution to this problem is to involve all students equally in reading incentive programs and simultaneously allow them to reap the social rewards which accompany these activities. The writer implemented an after-school Reading Club that enabled middle school

students to participate in reading-related activities which enhance recreational reading. This club activity also served social purposes which are so important to students of this age group. Peer interaction allowed them to discuss and share different types of literature, along with seeing how others view reading and its worthwhile use in society.

Research suggests that middle school adolescents are probably more alike than different. Duggins (1989) states twelve year olds are equally apt to be interested or disinterested in reading. In a second study Duggins found that by age 13, about 20 - 30 percent have gained in interest while about 10 percent begin to lose interest in reading. The writer has observed that, regardless of academic ability, middle school students get excited over reading. Students in the remedial classes can talk about a favorite book with the writer as well as students in the higher ability groups. The question remains, "What is it that motivates some kids to read and others to reject this activity?"

In searching for an answer to why some kids are motivated to read and others are not, the writer first considered the type of literature which motivates kids to read for enjoyment. In a study done by Fisher & Ayres (1990), the findings indicate that both boys and girls enjoy reading humor, mystery and adventure books. Girls prefer fairy tales, jokes, crafts

and biography as compared to boys who like sports and science. With this in mind, the writer believes students should be given the opportunity to choose a book of their choice and one which relates to individual interests. Duggins (1989) states the affective factors like values, attitudes, beliefs and interests play a key role in determining interest.

In an effort to make leisure reading more exciting and rewarding to students, external incentives sometimes motivate adolescents more than demands made by teachers and parents. Adler (1989) concludes that token rewards have been successful with many forms of teenage behavior but that reading is complex and is affected by more than just one variable -- an external incentive. One solution for motivating students to increase their outside reading is to offer external incentives like free time in class to listen to records, a point system for books read along with rewards; ribbons, certificates, candy and small gifts or tokens. The writer used stickers as tokens of reward once students completed class leisure-time reading and writing logs.

McEady-Gillead (1980) suggests that regardless of community and ethnic factors, few interested readers spend their time reading. She states that educators should provide more opportunities for adolescents to participate in out-of-school activities that play a role in literacy

development if they want young people to increase their leisure reading.

In addition to classroom reading activities which require active student participation, writing logs were integrated into this study in an effort to make the reading-writing connection that is so crucial to the reading and language arts process. Journal writing was an important component to this study and reflects students' personal thoughts and feelings about self-selected readings.

Attention must be given to incentive programs and after-school motivational reading activities. The librarian is an excellent resource person to help generate enthusiasm toward reading and library visitation. The writer initiated a Book Trade Fair for one sixth grade team consisting of 120 students (Appendix E). The activity focused on student exchange of used books (children's magazines, comics, paperback books) with peers in an effort for both students and teachers to recognize the importance of recreational reading.

Students are influenced not only by their peers but also their parents and families who have modeled reading habits in the home since infancy. The writer involved parents in the reading program through participation in a Read Aloud Program. Parents and other guest readers were invited to share and read aloud their favorite books. Through these

kinds of activities, students observed positive reading models and started to use good literature as a springboard for developing their own reading and writing strategies.

Description of Selected Solution

Solution strategies for this practicum were selected on their practicality and relevancy to this practicum. The solutions addressed the problem that middle school students rarely read for recreational purposes and do not view reading as a worthwile activity.

Solutions

The computer was used for book reviews, record keeping and reward incentives (certificates, banners) during which time students kept a log of their recreational readings. The program Electronic Bookshelf, a management system for selection and assessment of selected books, was implemented and enabled students to select from various book lists those books that are both age-appropriate, ability-appropriate, and interest appropriate.

A reading incentive program was enacted through the establishment of an after-school Reading Club to foster reading appreciation. Students were expected to share favorite books and present skits based on chosen books to their peers in the

club. The club selected officers and was responsible for completing a school-related or community related project.

The Book Trade Fair was initiated and accomplished the following:

a. provided books to trade or barter

b. encouraged student outside reading

c. enabled content-area teachers to see the importance of recreational reading

d. allowed for peer interaction and socialization

e. informed parents about the importance of reading.

A Read Aloud Program was scheduled for one week during the implementation period. Guest speakers were invited to share favorite books and ultimately model good reading habits. Students also participated in SSR (Sustained Silent Reading) three times per week for ten minutes daily and were encouraged to read books of their choice either from home, the library or the classroom reading corner.

Report of Action Taken

The implementation plan of this practicum took place over a twelve week period with an evaluation given during the thirteenth week. The tasks performed were:

1. Administering and collecting weekly student writing logs in which target groups recorded their thoughts and feelings about what they read as entries in their journal.
2. Collecting student reading log of books read over the twelve week plan.
3. Conducting classroom read aloud sessions during the implementation period.
4. Creating and implementing a Reading Club after school with regular meetings once per week.
5. Conducting a Book Trade Fair for students in sixth grade during the implementation plan.
6. Utilizing the computer room in allowing students to select, record and monitor book report activities.
7. Encouraging use of the classroom reading corner during the first ten minutes each day for sustained silent reading.
8. Distributing certificates, ribbons and prizes to students at the end of the implementation period.

In addition to the above tasks, students were given ten minutes three times per week for SSR (Sustained Silent Reading) in order to participate in school-time leisure reading. The remainder of class time

(twice per week) was devoted to following the district's reading curriculum which focused on the basal text and reinforcement of skills taught in the context of literature assigned and discussed. Writing logs were used strictly for writing entries about books read during leisure reading inside and outside of school.

A typical weekly calendar and action plan follow:

Month 1 - Week 1 (Reading Club initiated after school):

Day 1 (Library visitation):

Students used the school library to select favorite books of their choice. Teacher reviewed students' choices and assisted those students who are unable to find a book of interest.

Days 2 and 3:

Students worked on assignments and readings related to the literature series. SSR was practiced for ten minutes of class, followed by writing in journal and recording book entries in reading logs.

Days 4 and 5:

Twenty minutes of class involving SSR and students writing in logs. The remaining time included evaluation of objectives for the week (concepts and skills covered in reading text during the week).

Day 5:

Student writing logs were collected and reviewed. Comments were recorded by teacher in logs and students were given stickers as a reward for completion of assignments. Students were expected to keep an on-going record of books read by recording them in the back of their writing/reading logs. Class discussion revolved around student outside readings for the week and books read and recorded in logs.

Month 1 - Week 2:

Days 1 and 2 (Computer lab):

Students used the program Electronic Bookshelf for the purpose of self-selection of books and monitoring of books read during the implementation period. Students were given two weeks to read and record books. The computer program generated questions and monitored books read. Students were evaluated on two self-selected books from the computer program list during the implementation period.

Days 3 and 4:

Students worked on assignments and readings from the literature text. Twenty minutes each day was allotted to SSR and writing in student logs.

Day 5:

Teacher collected student writing logs for review. Class time was devoted to twenty minutes of SSR and writing logs. A guest reader read aloud to the group for ten to fifteen minutes.

During the twelve week implementation period, students were engaged in SSR (Sustained Silent Reading) and journal writing activities for twenty minutes each day; even on the days when the basal text was the focus of the lesson. Due to lack of flexibility in scheduling, the target group was limited to two days per week in accessing the computer lab. The lab was used for instructional purposes as well as managing and recording student data for book selections.

The major focus in using the computer lab was to monitor book readings and calculate the types of literature along with the number of books read over this twelve week period. Students completed a written book report for two books using the word processor and shared reports with the teacher for review. In addition to these reports, students had hoped to dialogue with high school students via the computer using the telecommunications system in the school, but were unable to get on-line due to scheduling problems like having the electronic bulletin board

turned off when the writer's students were able to go on-line. A schedule must be worked out between schools to coordinate the available on-line services.

During the third month of the implementation plan, a Book Trade Fair was implemented in sixth grade and involved participation of 120 students of various abilities and backgrounds. Students were asked to bring in used paperback books from home that they wished to trade or barter in exchange for other books of interest from their peers. The time allotted for this activity was approximately forty minutes and was administered during the last class period. Students who were unable to bring books from home borrowed extra books which other students and adults brought in to share. After the Book Trade Fair was conducted, students completed a survey evaluating its effectiveness. The responses from teachers and students were positive and indicated an interest in continuing the activity next year.

The Reading Club was enacted during the first week of the implementation period. The club was open to any students in the writer's school who were interested and willing to participate (grades 6 - 8). The club meetings were held once per week for a period of twelve weeks. Students were expected to share favorite books with their peers and

participated in drama related activities for selected books. Cooperation and sharing were important themes addressed to student participants during this activity.

At the end of the implementation period, students of the target group were asked to complete a post-reading attitude survey developed by the writer (Appendix F), as well as, the Estes Reading Attitude Survey. This survey told the writer how the target group felt about reading and what specific areas of reading they view positively and negatively. Parents were surveyed in the pre-survey to determine amounts of time students spend reading outside of school.

Student writing journals and reading logs were monitored weekly. The process for monitoring was collection and review of student logs. Book report evaluations included written reports on the computer which were checked twice during the twelve-week period. Book reviews and friendly letters for two additional books, not selected from Electronic Bookshelf, were required during this time allotment.

Evaluation of the Reading club was monitored by checking the attendance sheet of weekly meetings and student participation in club activities. Reading Club members participated in a read-aloud program in conjunction with the hospital and became pen pals with senior citizens

from a nursing home.

Parents, teachers, principal and assistant principals, students, computer teacher and volunteer read aloud guests were involved in this practicum project. The writer's leadership role involved disseminating, collecting and analyzing the following data as part of this study:

1. A pre-survey and post-survey given to students in determining interests and attitudes toward reading in the middle school.
2. A teacher questionnaire to survey teachers' perceptions and attitudes toward middle school students' reading habits.
3. A writer's observation log for recording class participation during SSR and journal writings.
4. A parent survey of reading habits and attitudes at home.
5. A "Q-sort" survey enabling the writer to determine students' preferred activities and outside interests.
6. A sign-up sheet for students participating in the Reading Club after school.

7. A letter to parents explaining the Book Trade Fair and requesting books be brought in for this activity.
8. A letter sent home to parents asking for volunteers to participate in a Read Aloud Program during the implementation period.
9. A list of books which students chose from as part of the program, "Electronic Bookshelf."
10. A questionnaire to students to survey their attitudes toward participation in SSR, journal writing, reading corner and the Read Aloud Program at the end of the implementation period.
11. A book report sheet for conferencing with students.
12. A reading log sheet for students in the target group used to record the number of books read.

CHAPTER V

RESULTS, CONCLUSIONS, RECOMMENDATIONS

Results

The problem in the writer's workplace was that many middle school students did not see the importance of reading outside of school and did not view reading as a worthwhile activity. Students at the middle school level engage in other activities like sports, video games and watching television which directly impact on time allotted to leisure-time reading. Other activities are in direct competition with reading today and, therefore, it is difficult for early adolescents to give up socialization time with their friends for quiet time at home to sit and read a book.

The writer chose to incorporate activities which would motivate students to value reading and recognize reading as a meaningful activity. The goal of the writer was to encourage increased recreational reading in and out of school by engaging students in journal writing, sustained silent reading, computer activities and incentive programs.

Three out of four behavioral objectives were achieved. The writer developed the following objectives designed to increase middle school students' recreational reading time.

Objective No. 1: By the end of the implementation period, three out of four of the sixty-seven students will report in their reading logs that they have read six books of their choice.

The first objective was achieved as evidenced in reading/ writing logs. The writer observed in students' reading logs an increase of books and magazines recorded over the twelve week implementation period. Three out of four students reported in their reading logs that they read six or more books of their choice. Seventy-seven percent completed the reading goal of six books with the average student reading a total of thirteen books.

Table 1

Students Reporting in a Post Survey the Number of Books Read During the Implementation Period

Group	Number of Books Read	Mean Score
Remedial	216	10.8
Average	274	16
Gifted	220	12.9
Total	710	13.23

Note: Target group includes sixth and seventh graders only. n = 54

Objective No. 2: By the end of the implementation period, three out of four students, as verified in a post-reading survey and reported in their journal entries, will indicate increased recreational reading time.

The second objective was achieved and by the end of the implementation period, three out of four students reported increased reading time. Eighty-five percent of the students indicated increased reading during leisure time. The remedial group reported the greatest gain in increased reading time but, on the average, higher ability students read more (see Table II). Even though remedial students recorded more reading time during this study, higher ability students continue to read books of longer length and sophistication. Remedial students and average ability students showed the greatest gains in amount of weekly time spent on reading.

Table II

Students Reporting in Pre- and Post Reading Surveys the Amount of Time Spent Weekly on Leisure Reading

Group	Minutes Spent on Weekly Leisure Reading			Average Reading Time	
	Pretest	Post-test	Increased Time	Daily	Weekly
Remedial	934	2,550	+ 1,616	18.2	127.5
Average	920	2,295	+ 1,375	19.2	135
Gifted	1,265	2,480	+ 1,215	20.8	145.8
Total	3,119	7,325	+ 4,251	19.3	135.6

Note: n = 54. The target group includes sixth and seventh graders only.

Table III

Favorite Kinds of Books Recorded by Sixth and Seventh Graders in a Post Survey

Book	Students Selecting Book
Realistic Fiction	6
Fiction	6
Science Fiction	4
Comics	12
Horror	11
Fantasy	4
Mystery	15
Sports	4
Teen Magazines	9
Biography	4
Adventure	8
Romance	1
Nonfiction	2
Folktales	1
Jokes	1

Note: n = 54. Some students listed funnybooks which the writer categorized as comics but could be listed under jokes, as well.

As noted in a post reading survey, students prefer reading books of their choice as opposed to books selected by teachers or other adults. Their favorite books include realistic fiction, science fiction, horror, fantasy, comics, mystery, sports, adventure and teen magazines. As evidenced in Table III, sixth and seventh grade students in a post survey, prefer books of fiction, mystery and adventure to nonfictional types of reading.

Objective No. 3: One out of three students will participate in a Reading Incentive Program for middle school students as demonstrated by attendance and involvement in an after-school Reading Club

The third objective was not met as demonstrated through attendance and participation in weeky club activities. The club was initiated during the first month in an effort to encourage students in grades 6 - 8 to recognize the importance of reading and allow them to freely attend club meetings whenever time permitted. Initially, sixty students in grades 6 - 8 signed up for the club and many more communicated to the writer that they wanted to participate but did not have the time. Reasons for the lack of involvement included participation in other activities like sports, chorus, school play, band, dance, gymnastics, CCD, peer tutoring, and other after-school obligations.

During the first week of club meetings, approximately forty-five students were in attendance. As the weeks progressed, fewer students attended the club and there was a large turnover in students who left the club and newcomers who now had time in their busy schedules to get involved. On the average, eight to fifteen students attended reading club meetings each week. The writer feels those club meetings were fruitful through innovative activities that were accomplished. The club elected officers and most of the members were interested in reading to children and older adults. Due to student interest in working with people in the community, the writer was able to contact a local hospital and arrange a schedule for students to read aloud to the elderly. Club participants made two trips to the hospital and received positive feedback from patients as well as hospital personnel. As a result, the club will continue a read -aloud program next year in conjunction with the hospital program. Efforts were made by the writer to correspond with senior citizens in a local nursing home and arrangements have been made involving pen pal letters between students and senior citizens for the upcoming school year.

Table IV

Number of Students Reporting on a Post Questionnaire Their Feelings About Reading

	Do you like to read in your leisure time?			Are you reading more than you did three months ago?		
Group	**Yes**	**No**	**Sometimes**	**Yes**	**No**	**Sometimes**
Remedial	17	1	2	17	3	0
Average	16	0	1	16	1	0
Gifted	9	1	7	13	4	0
Total	42	2	10	46	8	0

Note: n = 54

Objective No. 4: By the end of the implementation period, two out of four students will indicate a more positive attitude toward reading as measured by the Estes Reading Attitude Survey and the Library/Media Specialists and Teacher's Literature/Reading Survey.

The fourth objective was achieved as measured by a post survey indicating a more positive student attitude toward reading. Forty-two of the fifty-four students surveyed indicated they like to read during their leisure time, two of the fifty-four recorded a negative attitude toward leisure-time reading, and ten of the fifty-four recorded enjoying reading sometimes

during leisure time.

The Estes Attitude Scale Results also indicated an increase in student attitude toward reading as evidenced on the pre- and post-attitude surveys (see Appendix C). The pretest results reflected a total score of 4,062 based on a points value assigned to positive and negative responses. The post-test results indicated a total score of 4,135 with an increase of seventy-three points. The range of points assigned were ranked from 1 - 5; positive responses a higher value and negative responses assigned lower point values. Post-test scores indicated growth in student attitudes toward reading.

Although the post surveys indicated a more positive student attitude toward reading, analysis of individual items on the Estes Attitude Survey evidenced some negative feelings toward reading. For example, fifty percent of students surveyed disagree with question 98 that a certain amount of summer vacation should be set aside for reading. Only twenty-four percent agree with this question and the other twenty-four percent were undecided. For question 91, regarding whether reading becomes boring after an hour, thirty-three percent agree, thirty-four percent disagree, and thirty-six percent were undecided. Item 82 is a positive question related to the idea that money spent on books is well spent, yet

seventeen percent of students disagree with this statement, fifty-three percent agree, and twenty-nine percent were undecided. Question 87 appeared ambiguous to students as to whether or not reading turns them on. Answers to this question clearly reflected a more negative attitude as noted by forty percent undecided, thirty-one percent of the students disagree, and twenty-nine percent agree. Several eighth grade students felt they had to share their ideas with the writer about the Estes Survey and wrote the following notes:

> "The same question was asked four times. That question was basically, "Are books dull or boring to you? If you give this survey again, you should change that."
>
> "There was a question which asked, "Does reading turn you on?" What do you mean by that? Do you mean "Do books excite you?"

It is the belief of the writer that some questions on the Estes Attitude Survey are ambiguous to middle school students and perhaps should be reviewed and updated to reflect a more contemporary wording style. Students had some difficulty with question 88 and asked the writer the meaning of "grade grubbers." Terms or idioms unfamiliar to adolescents

certainly will impact on their responses to a question they have difficulty fully understanding.

The results of the pretest administered to middle school students in grades 6 - 8 randomly sampled 286 adolescents to determine reading attitudes and behaviors. The survey indicated that middle school students possess a positive attitude toward reading and view reading as a meaningful activity during leisure time. In comparison to a study published in U.S.A. Today (1992) which stated that only a third of eighth graders read five or fewer pages daily for school or homework, over two-thirds of the eighth graders in the writer's workplace devote time to homework and thirty-four percent read daily. Twenty percent of the eighth graders use libraries once or twice a week and seventy percent use libraries once or twice a month. The study published in U.S.A. Today (1992) states that forty-three percent of eighth graders use libraries once a year or never. According to the study done by the Department of Education (U.S.A. Today, 1992), sixty-four percent of eighth graders watch three or more hours of TV daily. In contrast, a parent survey conducted by the writer indicated that thirty-two percent watch two to three hours of TV daily and only ten percent view TV more than three hours. Students indicated on the Library/Media Specialists and Teachers'

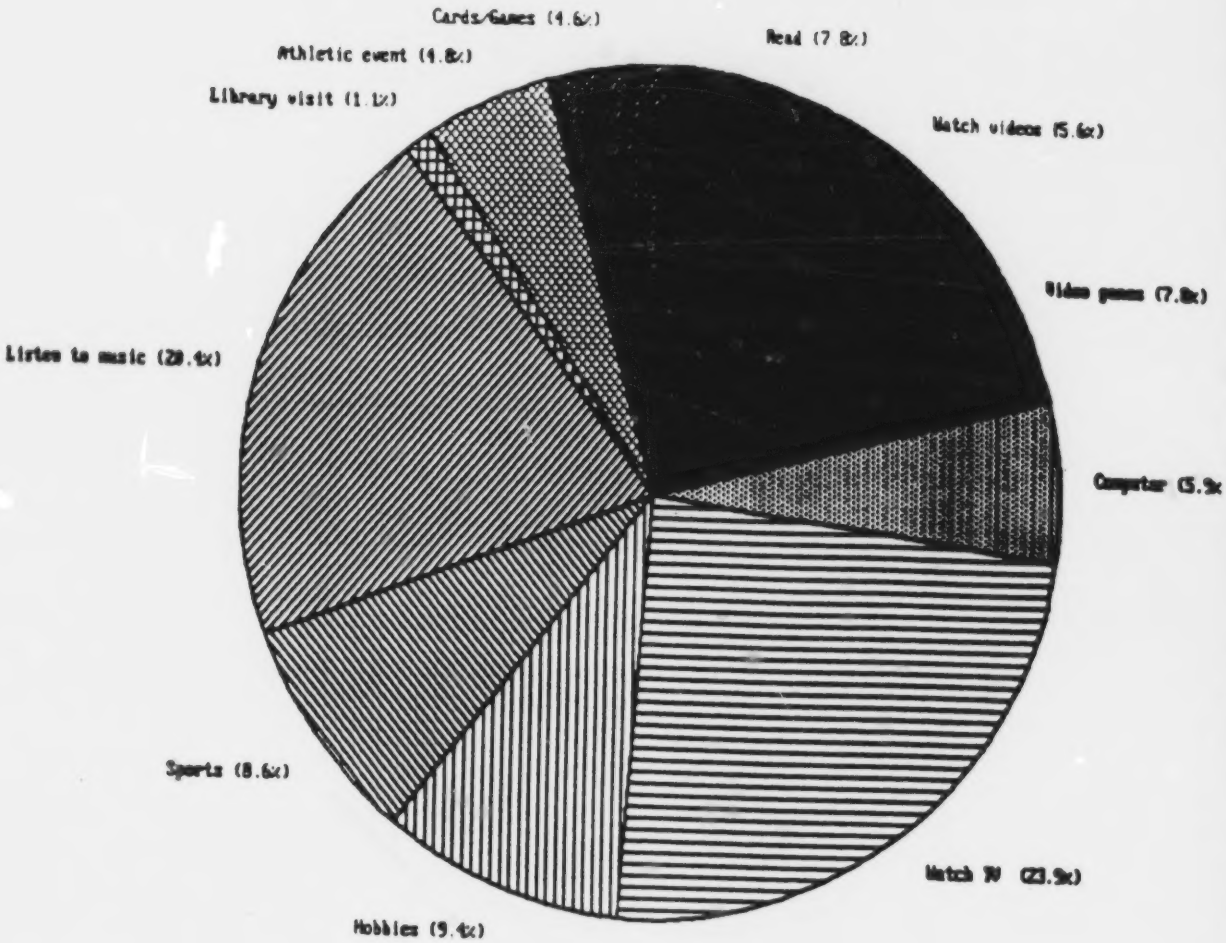
Literature/Reading Survey that watching TV is important to them and eighty-nine percent affirm they watch TV daily, eight percent once or twice a week, two percent once or twice a month, and one percent never. These results indicate that students in the writer's workplace are reading more than the average eighth grader and watching less TV than other students typical of their age..

As indicated on the Library/Media Specialists and Teacher's Literature/Reading Survey, students ranked reading fifth in importance to other activities. As indicated in Figure 1, students in grades 6 - 8 considered the following activities most important during their leisure time:

1. Watching TV
2. Listening to music
3. Participating in sports
4. Working on a hobby (models, collecting, pets, etc.)
5. Reading
6. Playing video games
7. Watching videos
8. Working/Playing on a computer

Figure 1

How Students Spend Their Leisure Time



As evidenced in Figure 1, the results of how middle school students spend their free time indicated a strong preference for activities like TV and music which consume seventy-five to eighty-nine percent of an adolescent's leisure-time.

Table V

Knowledge About Literature in General

Item Number	Correct Answer	Group Mean Score	Specific Topic
53	B	64	Plot
54	A	35	Contemporary Fiction
55	B	68	Science Fiction
56	B	84	Historical Fiction
57	A	80	Fantasy
58	A	71	Poetry
59	D	22	Meter
60	B	86	Biography
61	B	63	Folklore
62	C	52	Myths

Note: n = 286

When students were surveyed about general knowledge of literature and books/authors on the Library/Media Specialists and Teachers' Literature/Reading Survey, results indicated sixty-three percent of middle school students have grasped common literary knowledge but only twenty percent are knowledgeable about books and authors.

Table VI

Knowledge About Books/Authors

Item Number	(Answer)	Group Mean Response Per Question	Book/Author	GRADE 6	GRADE 7	GRADE 8
63	A	48	Where the Red Fern Grows	51	31	62
64	B	8	Sounder	11	6	7
65	B	13	Bridge to Terabithia	16	13	9
66	D	17	My Brother Sam is Dead	23	12	16
67	C	13	My Side of the Mountain	15	13	12
68	C	44	Mark Twain	45	30	57
69	D	23	Madeline L'Engle	41	17	11
70	B	55	Beverly Cleary	61	47	56
71	C	10	Marguerite Henry	13	12	5
72	A	7	Margaret	7	5	10

Note: n = 286

The sixth graders scored higher on knowledge of books and authors than the seventh and eighth graders. Sixth graders had a higher percentage of correct answers for this section than the seventh and eighth graders indicating a better understanding of books and authors. The sixth graders were more familiar with books like Where the Red Fern Grows, Where the Sidewalk Ends and The Great Gilly Hopkins and with authors, Madeline L'Engle, Beverly Cleary and Shel Silverstein. Eighth graders were familiar with My Brother Sam Is Dead, The Red Pony, and author Mark Twain. Authors more familiar to all grades include Beverly Cleary, Mark Twain and Shel Silverstein. Books familiar to grades 6 - 8 include Where The Red Fern Grows, My Brother Sam Is Dead, and Where the Sidewalk Ends. The seventh graders' scores on this section were lower than grades 6 and 8, indicating a lack of knowledge in this area.

The writer chose to survey parents in an attempt to relate student attitudes to parental attitudes and behaviors at home. A questionnaire was distributed to parents of surveyed students of diverse backgrounds. The responses indicated parents possess a very positive attitude toward reading and are readers and role models of reading at home. Sixty-eight percent of parents surveyed feel they are good readers and forty-one percent read a book once every few weeks. Fifty-one percent read aloud daily or several times a week to their children and forty-six percent state their adolescent reads thirty minutes or less a day outside of school. Only thirteen percent indicate their adolescent reads one hour or more daily and forty-one percent indicate their adolescent reads thirty to sixty minutes daily (see Appendix G)..

Parents ranked activities which their adolescent was involved in after school and indicated reading as less important than other activities like playing with friends, hobbies/interests, sports and TV. Reading was ranked fifth in importance to other kinds of activities.

The parent survey indicated that forty-five percent of parents feel TV is the activity which competes most for an adolescent's leisure time at home. The factors which appear to influence an adolescent's reading habits the most, according to parents surveyed, are parental support and

encouragement, encouragement from teachers, and school incentive programs and rewards.

In a teacher survey (see Appendix H) designed by the writer, results indicated seventy-nine percent of teachers feel that less than twenty-five percent of students read two or more hours per week for enjoyment. On the other hand, thirty-two percent indicated that 50-74 percent of students complete a reading assignment which is considered homework. One hundred percent of teachers surveyed feel that outside reading helps students polish their reading skills but eighty-three percent believed students use libraries only once or more a month. Even though teachers see the importance of leisure reading, only thirty-eight percent indicate having a reading corner or area in their classrooms which fosters outside or extended reading. One problem noted by teachers at the middle school for not having a reading area was some staff did not have assigned classrooms and must travel to various rooms during a typical school day. Factors considered most important to increased outside reading by teachers include parental encouragement and freedom for students to select books of their choice. Teachers feel the biggest hindrances to students' amount of outside reading attained wereTV and students' lack of interest. Seventy-two percent of teachers feel that

students do not view reading as a worthwhile activity and ninety-six percent believe students are not getting the needed support at home to foster increased outside reading. The largest percentage of teachers surveyed were academic teachers with six or more years teaching experience with an even staff distribution at each grade level in grades 6 - 8. The total number of teachers surveyed was forty-seven with teachers represented in related arts, foreign language and special education, as well as content area teachers, representing the largest area of response.

Discussion

The results of this practicum study support the following conclusions:

1. Students in grades 6 - 8 in the writer's workplace possessed a positive attitude toward reading.
2. Even though teachers and parents feel students are not reading enough, thirty-eight percent indicated they read once or twice a week, thirty-one percent read daily, twenty-six percent read once or twice a month, and four percent never read.
3. Middle school students enjoy reading if they are able to choose what they read rather than what

adults feel they should read.

4. Parents appeared to possess a positive attitude toward reading and encouraged reading through modeling reading behaviors at home such as reading newspapers, magazines and novels, as well as reading aloud sometimes to their adolescents.
5. Teachers viewed students' reading habits as being poor and felt they rarely read for enjoyment and do not view reading as a worthwhile activity.
6. After-school reading and literacy programs were encouraged but other activities interfered with students' ability to commit to literacy activities they consider less important.
7. Classroom reading corners were a must if teachers expected students to develop independent reading habits and become life-time readers.
8. Computers enhanced reading activities but are not substitutes for an enthusiastic teacher or parent who models good reading behavior.
9. Parental involvement with the school encouraging

parents to participate in read-aloud activities was important to adolescents' attitudinal development and shaping of reading behaviors.

10. Students must be given free reading time in school each day so that positive attitudes develop and evolve to create life-long readers.

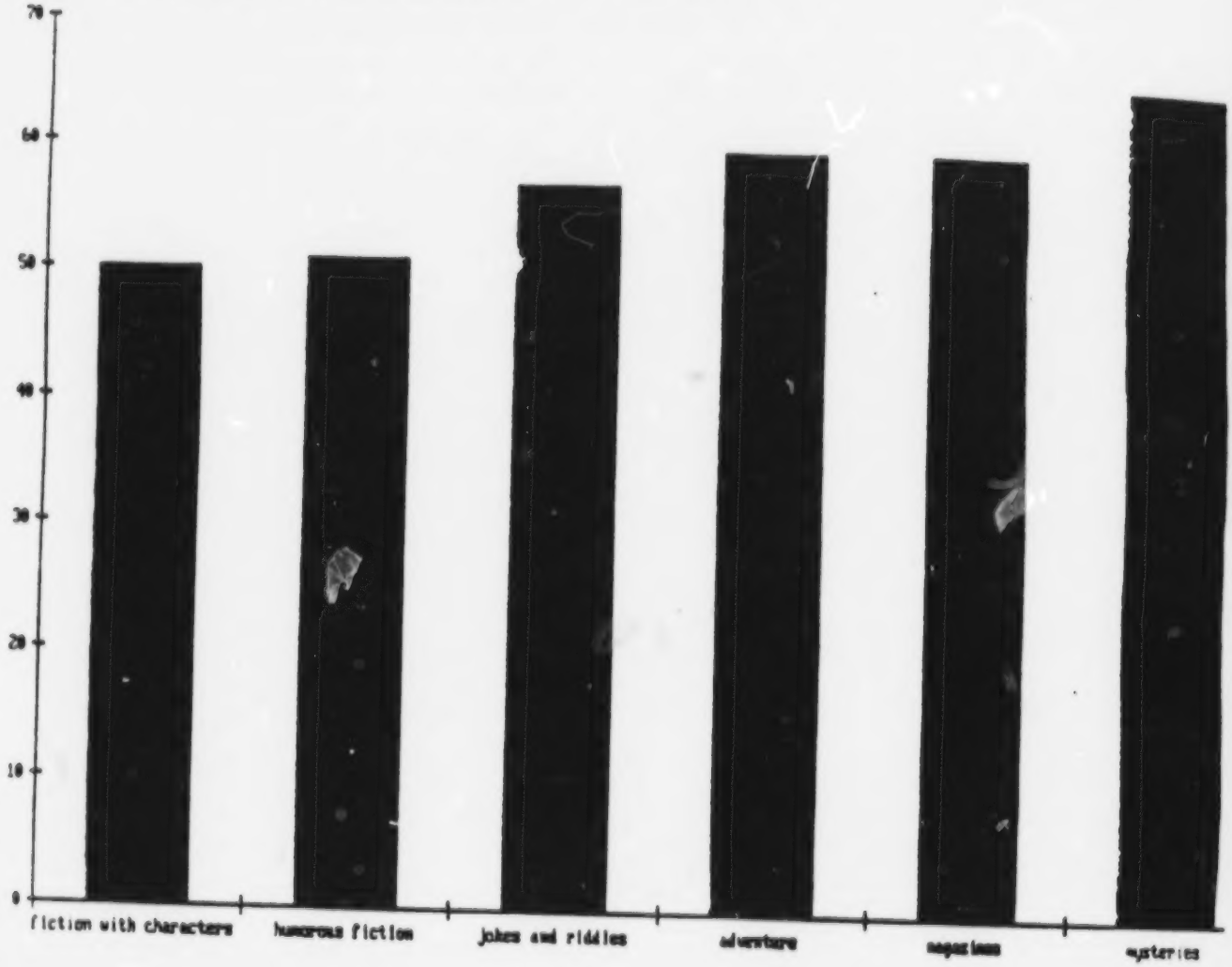
Middle school students are enthusiastic toward reading and enjoy books and magazines they are able to self-select. This practicum supports other research findings like: Johnstone (1974), Blake (1985), and McEady-Gillead (1989) who state that media like TV, music recordings, video games and computer games are competing for an adolescent's attention today. As evidenced in this practicum and studies like McEady-Gillead (1989), reading is ranked fifth to other activities such as TV, sports, music, video movies.

The writer feels that free reading time daily or several times weekly in school is crucial in developing life-long independent readers. Research supports more class time devoted to independent reading and less time on skill sheets and workbooks (Center for Study of Reading, 1985; Heathington, 1979; Goodlad, 1984).

A reading corner is a necessary part of every classroom and

Figure 2

Middle School Students Preferred Readings



should be stocked with a variety of reading materials like magazines, trade books, and newspapers. As evidenced in Figure 2, students enjoy reading mysteries, magazines, adventure, jokes and riddles, humorous fiction, and fiction with characters. The writer established a reading corner in the classroom over five years ago and continues to expand and update the readings each year. The reading corner now includes a bookshelf, bookrack, large milk containers to store a variety of magazines, two couches, a chair, and four beanbag chairs. Students in the writer's classes enjoy sitting in the reading area and reading a book of their choice selected from the shelf. During the study, the writer observed one hundred percent participation in selecting books and magazines from the reading corner. In fact, students quickly developed a routine of coming in and selecting a book, finding a chair, and reading quietly. The writer rarely had to ask a student to select a book and begin reading. All students approached free reading time enthusiastically and wrote an entry in their reading logs, sometimes sharing what they had written by reading aloud to the class.

The writer observed a difference between self-selected books and required books chosen from the computer program utilized during the implementation period. The enrichment group was more enthusiastic

about the required readings, the average ability students were somewhat apprehensive, and the remedial students were unable to begin reading independently from the required readings. Some of these students stated they were unable to locate books in both school and community libraries. A problem observed by both the writer and the librarian was that the school library had few copies of the books and certain books were requested more by students than others. During the implementation period, the writer was able to purchase several books on the required list from the Parent Teacher Association at a discount during Book Week. Books selected by the writer were chosen for their literary quality, as well as book length, in order for the remedial students to realistically complete their readings during the implementation time. Call of the Wild and Call It Courage were read by the remedial group of twenty-five students and book reviews were completed on the computer. Even though the class size was large for the remedial group, students worked enthusiastically and assisted each other when there were questions. The majority of students in all three groups completed the assigned tasks but students communicated to the writer at the end of the implementation period that they preferred selecting their own books rather than a required book list.

Incentive programs like an after-school reading club are vital to

school programs and encourage and foster literacy. If middle school students are to develop positive reading behaviors, then educators and parents must recognize the importance of these activities and stress to adolescents the need to participate. The writer observed the large number of minority students who participated in the reading club and engaged in reading with the elderly at a local hospital. There were also students considered to be discipline problems in school, yet routinely stayed after school for reading club. It is the belief of the writer that students are interested in reading regardless of ethnic background, achievement level, ability, or socioeconomic background. Some students joined the reading club to socialize with their friends perhaps, instead of going home to an empty house. Each week students volunteered to bring in snacks and drinks and discussed books they enjoyed, as well as, participated in quiet reading time.

At the end of the implementation period, 120 students participated in a Book Trade Fair. Students were asked to bring paperback books, favorite children's magazines, and comics from home to exchange with other sixth graders. The student and teacher feedback were positive and enabled students to socialize in an organized literacy activity. Teachers also brought books from home to exchange with other teachers and

commented to the writer that the event was very worthwhile to them and their students.

One week was set aside at the end of the implementation period for parent volunteers to visit and read-aloud to the students in the study. In a post survey, the students indicated the read-aloud sessions were enjoyable and would like to continue this program next year. Although very few parents were able to participate in the read-alouds, it is the belief of the writer that parents want to be involved but other obligations consume their free time.

The writer presented a parent workshop titled "Encouraging Children to Read for Enjoyment" during the second month of implementation. Parents were given handouts and booklists of highly recognized books of literary quality and special interests. Parental response was positive with approximately fifty parents in attendance.

Recommendations

The practicum writer believes that parent and teacher involvement are critical to development of positive attitudes and behaviors in middle school adolescents. The writer agrees with Goodman (1986) that children need a sense of ownership in the processes and what they do should

matter to them personally. Others like Routman (1991) and Trelease (1989) state that readings should be interesting and exciting enough to them to hold their interest, and encouraging students to choose books they like and affirming their selections creates a climate of encouragement. The writer encourages teachers of reading and all content area disciplines to foster a love for reading in students by allowing them to go beyond the classroom text and read related books on topics being studied. Many teachers at the middle school level teach to the text and forget about language arts activities critical to student comprehension and learning. Students are much more receptive to information that is meaningful and presented in text like historical fiction, mythology and narrative poety than simply adhering to reading assignments from a basal text or content series.

The writer strongly encourages classroom teachers to create a reading corner within their content area. Research indicates that if we are to raise a nation of readers, classrooms must have carefully constructed classroom libraries where books are self-selected by students (Anderson, Fielding and Wilson, 1986; and Morrow & Weinstein, 1986). The reading corner shoud reflect not only a wide variety of genres but a range of ability levels for enrichment, average and remedial readers.

Plans to further the solution in the writer's work setting include:

1. Engaging the whole school (grades 6 - 8) in a Book Trade Fair in order to foster the importance of recreational reading.
2. Implementing a Read Aloud Program school-wide and inviting guest readers to share favorite books with students.
3. Offering a parent workshop titled "Encouraging Children to Read for Enjoyment" during the district's Parent Education Day in the spring.
4. Inviting resident authors to read and speak to students about published works.
5. Continuing the after-school reading club and read-aloud program in conjunction with the hospital and pen pal letters with the nursing home.

Dissemination

This practicum and its results have been shared with the building principals, staff and Board of Education Curriculum Committee. The writer hopes to meet with the middle school reading coordinators and district

supervisor and share the results of this practicum. Interest has been expressed by students about the practicum results and the seventh grade gifted students are currently surveying middle school students in an effort to improve and modify the required summer reading program. At the present time, the district has a mandated summer reading book for each grade level and students communicated to the writer that they would be more motivated if given a choice of books to select from for the summer. The writer is a member of the district's S.A.T. Task Force Commitee which was instrumental in initiating the required summer reading program. At the last committee meeting, the writer shared concern from students about the required summer program and suggested that students speak to the committee and assistant superintendent regarding this matter. Student representatives hope to present their ideas at the Task Force meeting in the fall.

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APPENDIX A

PARENT SURVEY

Parent Reading Attitude Survey

Attitude Scale

A = strongly agree
B = agree
C = undecided
D = disagree
E = strongly disagree

1. Reading is for learning but not for enjoyment. _____
2. Money spent on books is well spent. _____
3. Reading is a good way to spend spare time. _____
4. Reading is rewarding to me. _____
5. Books usually aren't good enough to finish. _____
6. Reading is something I can do without. _____
7. There are many books which I hope to read. _____
8. A certain amount of time should be set aside for my children to do summer reading. _____
9. Reading becomes boring after about an hour. _____
10. Free reading doesn't teach anything. _____

The following questions are multiple choice. Please circle the answer of your choice.

11. Do you consider yourself to be:
    a. a good reader
    b. a fair reader
    c. a poor reader

12. How often do you read a book of your choice?
    a. once every few weeks
    b. once a month
    c. once a year
    d. never

13. Do you read aloud to your children at home?
    a. daily
    b. several times a week
    c. rarely
    d. never

14. What type of reading material do you read most often?
    a. newspaper
    b. magazines
    c. informational books
    d. fictional books

15. What is the average amount of time your adolescent spends on reading outside of school (not including homework)?
    a. less than thirty minutes a day
    b. thirty to sixty minutes a day
    c. sixty to ninety minutes a day
    d. more than ninety minutes a day

16. How much time does your adolescent spend watching TV each day?
    a. less than sixty minutes
    b. sixty to ninety minutes
    c. two to three hours
    d. more than three hours

17. Which of the following activities is your adolescent most involved after school?
    a. sports
    b. playing with friends
    c. TV
    d. reading for enjoyment
    e. other

18. How often does your adolescent attend the public library?
    a. once a week
    b. once a month
    c. once a year
    d. never

19. In your opinion, which one of the following activities is taking away from an adolescent's quality reading time at home?
    a. TV
    b. friends
    c. other activities
    d. video games

20. Which one of the following factors appears to influence your adolescent's reading habits the most?
    a. peer influence
    b. encouragement from teachers
    c. parental support and encouragement
    d. school incentive programs and rewards

APPENDIX B

TEACHER SURVEY

Teacher Survey on Students' Reading Habits

Percentage Scale
A. less than 25%
B. 25% - 49%
C. 50% - 74%
D. 75% - 100%

Complete the following questions based on your teaching experience and perception of students' reading habits. Circle your response.

1. What percentage of your students spend two or more hours per week reading for enjoyment?

   A. less than 25% B. 25 -49% C. 50%-74% D. 75%-100%

2. What percentage of the students in your classes read the newspaper three or more times per week?

   A. less than 25% B. 25 -49% C. 50%-74% D. 75%-100%

3. In your opinion, what percentage of your students use the library outside of school once or more each month?

   A. less than 25% B. 25 -49% C. 50%-74% D. 75%-100%

4. What percentage of your students complete a reading assignment that is considered homework?

   A. less than 25% B. 25 -49% C. 50%-74% D. 75%-100%

5. In your opinion, what percentage of your students view TV three or more hours daily?

   A. less than 25% B. 25 -49% C. 50%-74% D. 75%-100%

6. Do you feel that outside reading helps students polish their reading skills?

   A. Yes B. No

7. Do you have a reading corner or area in your classroom that fosters outside or extended reading?

   A. Yes B. No

8. In your opinion, what factor contributes most to increased outside reading?

   A. parental encouragement
   B. books selected by students
   C. mandatory reading lists
   D. required book reports
   E. elimination of other activities

9. Do you feel there is a relationship between the amount of outside reading and a student's level of skill proficiency?

   A. Yes B. No

10. What single factor do you feel is the biggest hindrance to a student's amount of outside reading attained?

   A. television
   B. lack of interest
   C. nintendo games
   D. friends

11. Rank the following items in order of importance from one (most important) to five (least important) those factors influencing a student's outside reading time.

		Rank Order (1 - 5)
A.	television	_____
B.	lack of interest	_____
C.	nintendo games	_____
D.	friends	_____
E.	other activities	_____

12. Do you feel your students view reading as a worthwhile activity?

   A. Yes B. No

13. Do you feel students today are getting the needed encouragement and support at home to foster increased outside reading?

   A. Yes B. No

14. What subject do you teach? _____

15. What grade do you teach? _____

16. How long have you taught in the middle school? _____

APPENDIX C

ESTES ATTITUDE SCALE RESULTS

Estes Attitude Scale Results

		PRETEST			POST-TEST		
Question		Survey	Percentage	Value	Survey	Percentage	Value
81	A	3	5.26	3	5	8.6	5
(negative)	B	5	8.7	10	1	1.7	2
	C	7	12.2	21	5	8.6	15
	D	16	28	64	22	38	88
	E	26	45.6	130	25	43.1	125
82	A	13	22.8	65	9	15.52	45
(positive)	B	22	38.6	88	22	38	88
	C	13	22.8	39	17	29.3	51
	D	7	12.3	14	8	13.8	16
	E	2	3.5	2	2	3.4	2
83	A	2	3.5	2	5	8.6	5
(negative)	B	4	7	8	3	5.17	6
	C	6	10.5	18	6	10.34	18
	D	20	35	80	19	32.8	76
	E	25	43.8	125	25	43.1	125
84	A	4	7	4	4	6.9	4
(negative)	B	7	12.3	14	2	3.4	4
	C	11	19.3	33	7	12.1	21
	D	23	40.35	92	29	50	116
	E	12	21	60	16	27.6	80
85	A	11	19.3	55	13	22.4	65
(positive)	B	25	43.8	100	25	43.1	100
	C	12	21	36	12	20.7	36
	D	5	8.7	10	3	5.17	6
	E	3	5.26	3	5	8.6	5
86	A	4	7	4	3	5.17	3
(negative)	B	10	17.5	20	4	6.9	8
	C	9	15.8	27	1	20.7	36
	D	20	35	80	22	38	88
	E	13	22.8	65	17	29.3	85

Estes Attitude Scale Results

Question		PRETEST Survey	PRETEST Percentage	PRETEST Value	POST-TEST Survey	POST-TEST Percentage	POST-TEST Value
87	A	8	14	40	3	5 17	15
(positive)	B	10	17 5	40	14	24 13	56
	C	18	31 8	54	23	40	69
	D	7	12 2	14	6	10 34	12
	E	13	22 8	13	12	20.7	12
88	A	4	7	4	4	6 9	4
(negative)	B	4	7	8	3	5.17	6
	C	10	17 5	30	6	10.34	18
	D	18	31 8	72	25	43.1	100
	E	21	36 8	105	20	34.5	100
89	A	4	7	4	3	5.17	3
(negative)	B	11	19 3	22	9	15 52	18
	C	11	19 3	33	12	20.7	36
	D	19	33 3	76	20	34 5	80
	E	12	21	60	14	24.13	70
90	A	12	21	60	6	10.34	30
(positive)	B	15	26.3	60	23	40	92
	C	17	29 8	51	20	34 5	60
	D	7	12 2	14	5	8.6	10
	E	6	10 5	6	4	6 9	4
91	A	6	10 5	6	11	19	11
(negative)	B	7	12 2	14	8	13 8	16
	C	17	29 8	51	21	36 2	63
	D	15	26 3	60	14	24 13	56
	E	11	19 3	55	6	10 34	30
92	A	7	12 2	7	6	10 34	6
(negative)	B	15	26 3	30	7	12 1	14
	C	12	21	36	13	22 4	39
	D	12	21	48	21	36 2	84
	E	11	193	55	11	19	55

Estes Attitude Scale Results

Question		PRETEST Survey	PRETEST Percentage	PRETEST Value	POST-TEST Survey	POST-TEST Percentage	POST-TEST Value
93	A	2	3.5	2	6	10.34	6
(negative)	B	2	3.5	4	1	1.7	2
	C	10	17.5	30	7	12.1	21
	D	19	33.3	76	24	41.4	96
	E	24	42.1	120	20	34.5	100
94	A	18	31.8	90	19	32.8	95
(positive)	B	19	33.3	76	22	38	88
	C	10	17.5	30	7	12.1	21
	D	4	7	8	6	10.34	12
	E	5	8.7	5	4	6.9	4
95	A	16	28	80	13	22.4	65
(positive)	B	20	35	80	25	43.1	100
	C	12	21	36	18	31	54
	D	7	12.3	14	8	13.8	16
	E	2	3.5	2	4	6.9	4
96	A	1	1.75	1	3	5.17	3
(negative)	B	2	3.5	4	2	3.4	4
	C	10	17.5	30	9	15.52	27
	D	19	33.3	76	20	34.5	80
	E	25	43.8	125	24	41.4	120
97	A	6	10.5	6	4	6.9	4
(negative)	B	7	12.3	14	4	6.9	8
	C	5	8.7	15	16	27.6	48
	D	18	31.8	72	14	24	56
	E	21	36.8	105	20	34.5	100
98	A	3	5.26	15	5	8.6	25
(positive)	B	14	24.6	56	9	15.52	36
	C	20	35	60	14	24	42
	D	8	14	16	6	10.34	12
	E	11	19.3	11	23	40	23

Estes Attitude Scale Results

Question		PRETEST Survey	PRETEST Percentage	PRETEST Value	POST-TEST Survey	POST-TEST Percentage	POST-TEST Value
99	A	10	17.5	50	3	5.17	15
(positive)	B	19	33.3	76	16	27.6	64
	C	16	2.8	48	20	34.5	60
	D	6	10.5	12	5	8.6	10
	E	6	10.5	6	13	22.4	13
100	A	6	10.5	6	5	8.6	5
(negative)	B	4	7	8	4	6.9	8
	C	12	21	36	15	26	45
	D	14	24.6	56	15	26	60
	E	21	36.8	105	18	31	90

Total Score: 4,062 4,135

APPENDIX D

NEWS ARTICLE
'KIDS AREN'T GROWING UP READING'

Kids aren't growing up reading

By Michelle Healy
USA TODAY

—U.S. students aren't reading very much, in school or out, says a government study released Thursday.

They rarely use libraries and fewer are reading for fun, the National Assessment of Educational Progress reports.

Findings, from surveys of 13,000 public and private school kids in 1988 and 25,000 in 1990, grades 4, 8 and 12:

▶ A third of eighth- and 12th-graders and a fourth of fourth-graders read five or fewer pages daily for school or homework in 1990.

▶ 17% in fourth, 43% in eighth, 61% in 12th grade used libraries once a year or never.

▶ About 70% of eighth- and 12th-graders read for pleasure in 1990; about 80% did in 1988.

▶ 37% of fourth-, 64% of eighth- and 40% of 12th-graders saw three or more hours of TV daily, down slightly from '88. A stunning 25% of fourth-graders saw six hours or more.

▶ Kids whose parents read a lot are better readers, as are kids who watch the least TV.

The report is a wake-up call, says Education Secretary Lamar Alexander. "We must set an example by reading with and to our children, by asking them about what they read and by turning off the TV."

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APPENDIX E

LETTER TO PARENTS
BOOK TRADE FAIR

Dear Parents,

Students will be participating in a Book Trade Fair on Friday, April 30. They are asked to bring paperback books from home like comics, children's magazines, and novels to trade or barter with other students. You may want to have them carry the books in a brown paper bag or tie them together with string so the books are manageable for bringing to school.

The purpose of the Book Trade Fair is to stimulate an interest in reading, encourage students to build their personal library, and allow students to participate in bartering as a means of securing goods.

We hope to have a trading good time!

Sincerely,

Jean Voorhees
Sixth Grade Reading Teacher

APPENDIX F

POST SURVEY ON READING HABITS

Appendix F

Post Survey

Reading Habits

1. How many books have you read between (February 1 - May 7)? Include books read from Electronic Bookshelf Program. _____

2. Do you feel you are reading more during your leisure time than you did before February 1? _____

3. How many minutes do you read each week during your leisure time? _____

4. How much time did you spend reading weekly prior to February? _____

5. Do you like to read during your leisure time? _____

6. What type of book do you enjoy reading most of the time? _____

---

7. List books read (including comics, magazines) since February 1. You may use the backside if your list is lengthy.

APPENDIX G

RESULTS OF PARENT SURVEY

Parent Reading Attitude Survey Results

Attitude Scale

A = strongly agree
B = agree
C = undecided
D = disagree
E = strongly disagree

	Responses				
	A	B	C	D	E
1. Reading is for learning but not for enjoyment.	1	2	4	35	58
2. Money spent on books is well spent.	66	25	5	1	1
3. Reading is a good way to spend spare time.	55	45	0	0	0
4. Reading is rewarding to me.	51	45	2	1	0
5. Books usually aren't good enough to finish.	1	9	5	52	33
6. Reading is something I can do without.	5	5	3	28	59
7. There are many books which I hope to read.	41	48	10	1	0
8. A certain amount of time should be set aside for my children to do summer reading.	56	29	5	5	5
9. Reading becomes boring after about an hour.	3	5	10	48	34
10. Free reading doesn't teach anything.	7	3	2	31	57

The following questions are multiple choice. Please circle the answer of your choice.

	Responses
11. Do you consider yourself to be:	
a. a good reader	68
b. a fair reader	28
c. a poor reader	3
12. How often do you read a book of your choice?	
a. once every few weeks	41
b. once a month	37
c. once a year	19
d. never	0
13. Do you read aloud to your children at home?	
a. daily	14
b. several times a week	37
c. rarely	37
d. never	12

		Responses
14.	What type of reading material do you read most often?	
	a. newspaper	25
	b. magazines	17
	c. informational books	8
	d. fictional books	14
15.	What is the average amount of time your adolescent spends on reading outside of school (not including homework)?	
	a. less than thirty minutes a day	46
	b. thirty to sixty minutes a day	41
	c. sixty to ninety minutes a day	8
	d. more than ninety minutes a day	3
	e. other	1
16.	How much time does your adolescent spend watching TV each day?	
	a. less than sixty minutes	17
	b. sixty to ninety minutes	38
	c. two to three hours	32
	d. more than three hours	9
	e. other	2
17.	Which of the following activities is your adolescent most involved after school?	
	a. sports	18
	b. playing with friends	26
	c. TV	10
	d. reading for enjoyment	6
	e. other	21
18.	How often does your adolescent attend the public library?	
	a. once a week	18
	b. once a month	47
	c. once a year	20
	d. never	11
	e. other	1

		Responses
19.	In your opinion, which one of the following activities is taking away from an adolescent's quality reading time at home?	
	a. TV	45
	b. friends	12
	c. other activities	22
	d. video games	10
	e. other	1
20.	Which one of the following factors appears to influence your adolescent's reading habits the most?	
	a. peer influence	6
	b. encouragement from teachers	16
	c. parental support and encouragement	37
	d. school incentive programs and rewards	19
	e. other	3

Note: First ten questions were borrowed from the Estes Attitude Survey.
n = 100

APPENDIX H

RESULTS OF TEACHER SURVEY

Teacher Survey Results on Students' Reading Habits

Percentage Scale
A. less than 25%
B. 25% - 49%
C. 50% - 74%
D. 75% - 100%

Complete the following questions based on your teaching experience and perception of students' reading habits. Circle your response.

1. What percentage of your students spend two or more hours per week reading for enjoyment?

		Responses	Percentage
A.	less than 25%	37	78.7%
B.	25 -49%	5	10.6%
C.	50%-74%	2	4.3%
D.	75%-100%	1	2.1%

2. What percentage of the students in your classes read the newspaper three or more times per week?

		Responses	Percentage
A.	less than 25%	36	76.6%
B.	25 -49%	4	8.5%
C	50%-74%	5	10.6%
D.	75%-100%	0	0%

3. In your opinion, what percentage of your students use the library outside of school once or more each month?

		Responses	Percentage
A.	less than 25%	39	83%
B.	25 -49%	7	14.9%
C.	50%-74%	2	4.3%
D.	75%-100%	2	4.3%

4. What percentage of your students complete a reading assignment that is considered homework?

		Responses	Percentage
A.	less than 25%	8	17%
B.	25 -49%	7	14.9%
C.	50%-74%	15	31.9%
D.	75%-100%	14	29.8%

5. In your opinion, what percentage of your students view TV three or more hours daily?

		Responses	Percentage
A.	less than 25%	1	2.1%
B.	25 -49%	2	4.3%
C.	50%-74%	21	44.7%
D.	75%-100%	21	44.7%

6. Do you feel that outside reading helps students polish their reading skills?

		Responses	Percentage
A.	Yes	47	100%
B.	No	0	0%

7. Do you have a reading corner or area in your classroom that fosters outside or extended reading?

		Responses	Percentage
A.	Yes	18	38.3%
B.	No	27	57.4%

8. In your opinion, what factor contributes most to increased outside reading?

		Responses	Percentage
A.	parental encouragement	37	78.7%
B.	books selected by students	7	14.9%
C.	mandatory reading lists	1	2.1%
D.	required book reports	2	4.3%
E.	elimination of other activities	2	4.3%

9. Do you feel there is a relationship between the amount of outside reading and a student's level of skill proficiency?

		Responses	Percentage
A.	Yes	47	100%
B.	No	0	0%

10. What single factor do you feel is the biggest hindrance to a student's amount of outside reading attained?

		Responses	Percentage
A.	television	26	55.3%
B.	lack of interest	19	40.4%
C.	nintendo games	0	0%
D.	friends	2	4.3%

11. Do you feel your students view reading as a worthwhile activity?

		Responses	Percentage
A.	Yes	12	25.5%
B.	No	34	72.3%

12. Do you feel students today are getting the needed encouragement and support at home to foster increased outside reading?

		Responses	Percentage
A.	Yes	2	4.3%
B.	No	45	95.7%

Note: N = 47